

# Make the connection



This information literacy lesson addresses the following skills from AASL's Standards for the 21st Century Learner <www.ala.org/aasl/standards>: 1.1.1, 1.1.2, 1.1.3., 1.1.6., 1.1.7, 2.1.3., 2.1.5., 3.1.1., 3.1.2., 3.2.2., 3.2.3., 4.2.3.

ATTENTION: ✓ Librarian Teachers: ✓ Science ✓ Math ✓ English ✓ Technology

## Curriculum Connection

**Science** – The environment

**Information Literacy** – Inquire, think critically, gain knowledge, draw conclusions, make informed decisions, apply knowledge to new situations, and participate productively

## Motivate Your Reluctant Readers!

Providing a purpose for reading is a comprehension strategy that pays off. Use highly motivating series like Capstone Press' *Kids' Guides, Take Action, or Prepare to Survive*; or, choose high-interest fiction like Stone Arch Books' *Recon Academy* or their newest Jake Maddox stories about outdoor survival. Use anticipation guides for both fiction and nonfiction books to improve comprehension, to teach subject content and information literacy, and to entice and motivate reluctant readers into the lifelong sport of reading.



## Stimulate Reluctant Readers Using Anticipation Guides in an Information Literacy Lesson

Every school has reluctant readers. The challenge is to turn them into lifelong readers. Research shows motivation is one key to developing readers. By pairing high-interest reading material with a purpose to read, you can create a lesson that is sure to motivate reluctant readers at all levels. Students hold opinions on many topics. Using an anticipation guide for students to share their opinions creates a purpose for reading.

### Anticipation Guides

1. First, prepare anticipation guides for each of several high interest, highly motivating nonfiction or fiction books.
2. Using an example of an anticipation guide you have made for one of the books, explain to students about setting a purpose for reading and previewing by showing students the covers of: *Environmentalism: How You Can Make a Difference* by Mary Coley and *Nuclear Distraction: Recon Academy* by Chris Everheart. Ask them to predict what information the books might contain.
3. Model the use of the anticipation guides by reading the statement in the third column of the charts below and then, in the "before reading" section, check to either "agree" or "disagree" with the statement. Use metacognition by verbally walking students through the thinking process you used to make your prediction.
4. Working with the whole class, have the students discuss and then mark the next two questions on the anticipation guides.
5. Next, have students each complete an anticipation guide before they read the high-interest books you have placed on their tables for them.
6. Allow students to read at least one of the books either in pairs or individually.

### Response after Reading

7. Conduct a class discussion after the reading session. Ask students to share who changed their minds and why. Require them to use information from the text to support their positions.
8. Using a chart similar to the ones included here, have students fill in the column on the far right of the anticipation guides after the class discussion.

#### Examples:

##### Nonfiction: *Environmentalism: How You Can Make a Difference* (Before Reading)

AGREE	DISAGREE	
		1. The effect that a person has on global warming is called a carbon handprint.
		2. Using aerosol hairspray contributes to damaging the ozone.
		3. Taking your own sacks to use at the grocery store is not worth the trouble when it comes to global temperature change.

##### Fiction: *Nuclear Distraction: Recon Academy* (Before Reading)

AGREE	DISAGREE	
		1. Martial arts doesn't require a lot of practice. People are either natural athletes, or they aren't.
		2. The inside of a nuclear power plant is radioactive.
		3. If something is invisible, it can never be seen.

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For more ideas on motivating reluctant readers while teaching content, improving comprehension, and teaching information literacy skills see *Improving Student Achievement: 50 Research-Based Strategies* by Dr. Beverly Nichols, available through Linworth Publishing.